



WASHINGTON COUNTY EARLY CHILDHOOD

System of Intervention

Commanding the Future

Revised 2023

Introduction

On December 3, 2004, Congress reauthorized the Individuals with Disabilities Education Improvement Act (IDEA 2004). The language that Congress uses in IDEA 2004 stresses the use of professionally sound interventions and instruction based on defensible research, as well as the delivery of effective academic and behavior programs to improve student performance. Congress believes that as a result, fewer children will require special education services. Provisions of IDEA 2004 allow school districts to use scientific, research-based interventions as an alternative method for identifying students with specific learning disabilities. This process is generally referred to as Response to Intervention (RTI)

Kentucky Department of Education (KDE) has outlined the following as the foundational components of a Kentucky Intervention System:

- ◆ Universal screening
- ◆ Measurable definition of problem
- ◆ Baseline data prior to an intervention
- ◆ Establishment of a written plan detailing accountability
- ◆ Progress monitoring
- ◆ Comparison of pre-intervention data to post-intervention data for efficacy

On December 7, 2007, KDE reauthorized the Kentucky Administrative Regulations (KAR) to affect the Kentucky State Funded Preschool Program.

707 KAR 1:300 Section 1. Child Find Requirements.

(1) An LEA shall have in effect policies and procedures that plan and implement a child find system to locate, identify, and evaluate each child:

(a) Whose age is three (3) to twenty-one (21);

(b) Who resides in a home, facility, or residence within the LEA's geographical boundaries, including children with disabilities who attend private schools located within the LEA boundaries, children who are highly mobile such as migrant children, homeless children as described in 704 KAR 7:090, children who are wards of the state or are in state custody, and students who are advancing grade to grade resulting from passing a grade but who still may have a disability;

(c) Who is either in or out of school; and

(d) Who may need special education and related services.

(2) For preschool age children with disabilities, an LEA must ensure a smooth and effective transition from the early intervention program to preschool.

(3) Each LEA shall participate in transition planning conferences for children with disabilities served by early intervention programs.

Section 3. Referral System.

(1) An LEA shall have a referral system that explains how referrals from district or nondistrict sources will be accepted and acted upon in a timely manner.

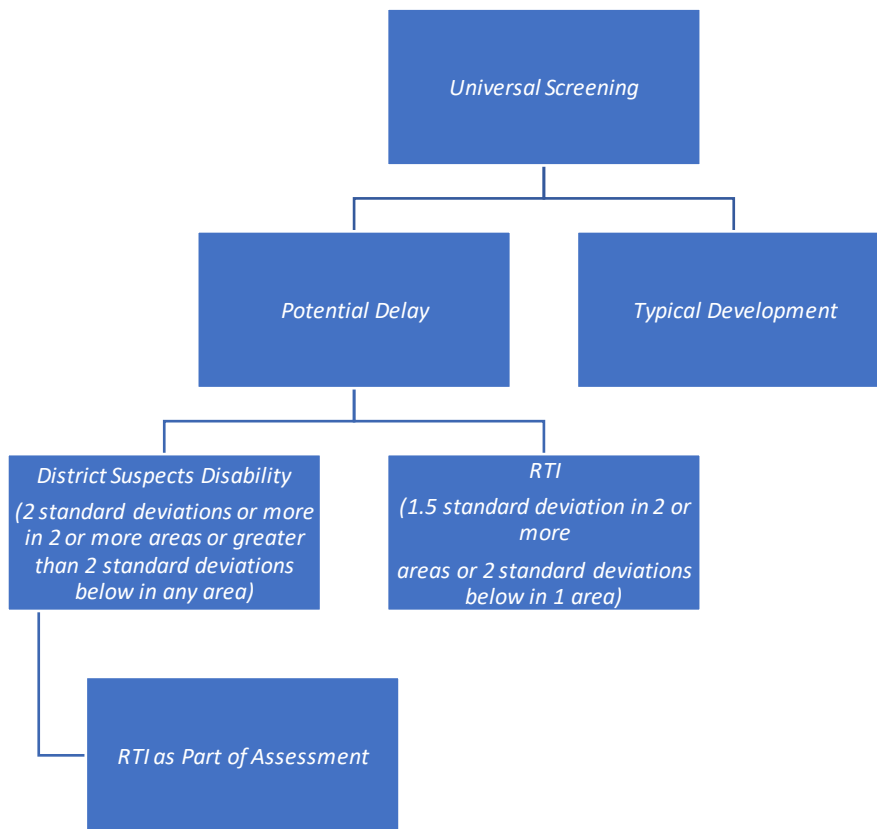
(2) The referral system shall be conducted in such a manner as to prevent inappropriate over identification or disproportionate representation by race and ethnicity of children in special education by ensuring that each child has been provided appropriate instruction and intervention services prior to referral.

(3) The LEA shall ensure that:

- (a) Prior to, or as a part of the referral process, the child is provided appropriate, relevant research-based instruction and intervention services in regular education settings, with the instruction provided by qualified personnel; and
 - (b) Data-based documentation of repeated assessments of achievement or measures of behavior is collected and evaluated at reasonable intervals, reflecting systematic assessment of student progress during instruction, the results of which were provided to the child's parents.
- (4) If the child has not made adequate progress after an appropriate period of time during which the conditions in subsection (3) of this section have been implemented, a referral for an evaluation to determine if the child needs special education and related services shall be considered.

Procedure

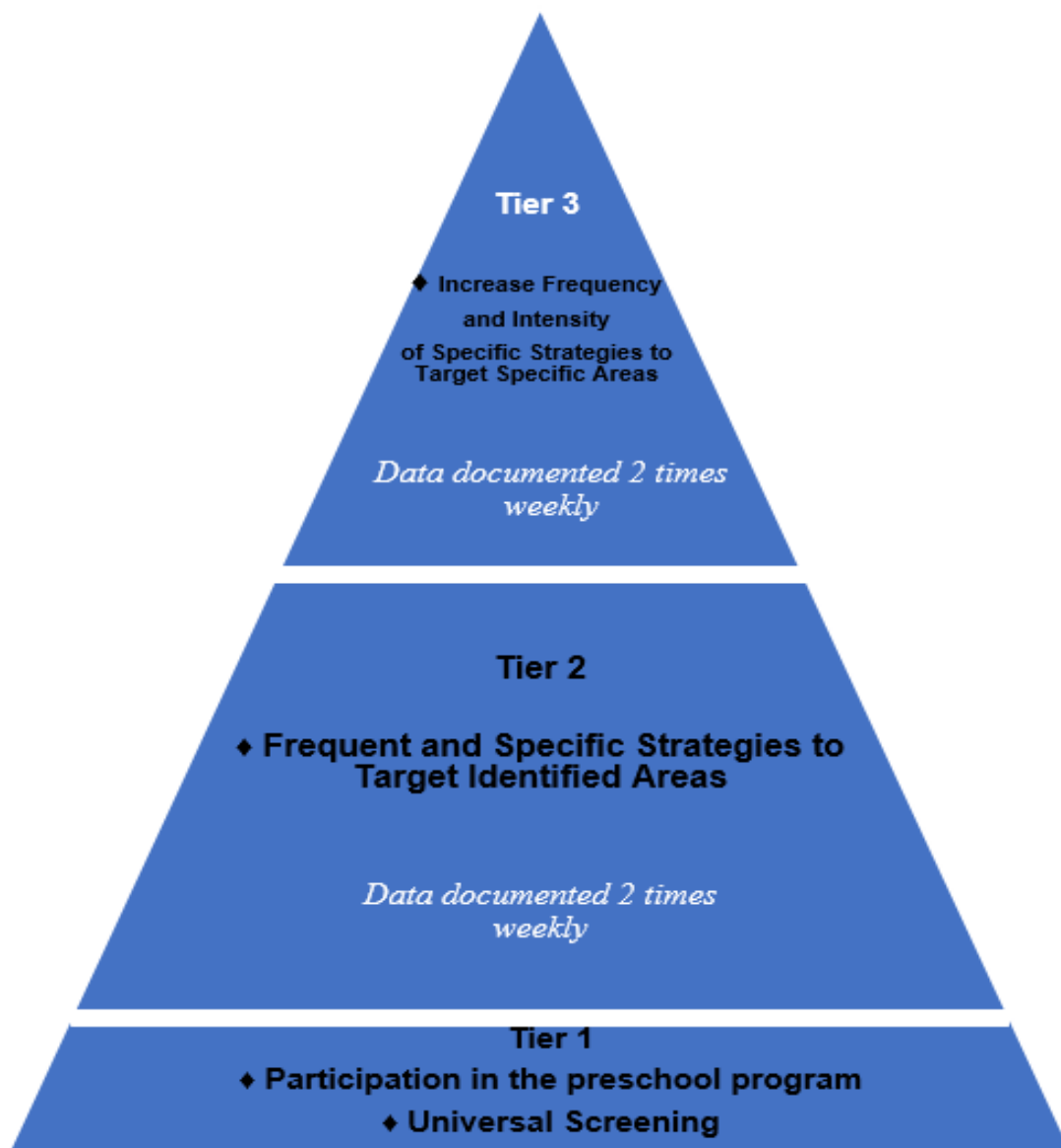
The Washington County Early Childhood System of Intervention has established the following flowchart to outline our process.



The students will first be assessed with a Universal Screening Tool. Based on the results of the screening the student will move in one of two directions. If the student scores in the typical range of development, then no further action needs to be taken. If the student scores 1.5 standard deviations, below in 2 or more areas or 2 standard deviations below in 1 area then the student will start the RTI process. If the student scores 2 standard deviations below the mean in 2 or more areas, then a referral will be written and RTI will be started as a part of the assessment process.

*For children with a suspected speech sound disability, the school support team will meet to discuss a possible referral and determine evaluation needs.

Tiered Process



Washington County Preschool System of Intervention Parent Information

If your child is 3: They must have a disability, and a special education placement for preschool.
If your child is 4: They must have a disability or be income eligible to qualify for preschool. Tuition spots will be available for non-eligible 3 and 4-year-olds based on space. 4-year-old tuition students will have priority over 3-year-olds.

This is to inform you of the Washington County Preschool guidelines for identifying children with disabilities. It is required that children whose guardians are concerned about the possibility of their child having a disability, must receive interventions before they can be referred for an evaluation to determine eligibility for special education.

If **NO concerns are noted** during the screener, these children **may attend preschool as a student at-risk based on income, if eligible, or a tuition-based student if space allows.**

If **concerns are noted**, the children will have the opportunity to receive interventions for 4 to 6 weeks. Interventions will be provided in the preschool classroom at no cost to families.

If the child **makes** sufficient progress during the interventions, they will **not proceed** any further in the screening process and **will NOT be eligible** to attend preschool UNLESS the student qualifies at-risk based on income or space is available as a tuition-based student.

If your child **has not made sufficient progress** after the intervention the child **will be** referred for special education evaluation. If permission for referral is given, the child will be evaluated. The Admissions Release Committee will meet after the evaluation is completed to determine if the child has a suspected disability.

Please let us know if you have any questions regarding the Washington County Preschool System of Intervention. You may contact the preschool office at 859-336-5470.

Screening Results	
<input type="checkbox"/> Screening results indicate NO developmental concerns <input type="checkbox"/> Your child may attend preschool as a student at risk <input type="checkbox"/> Your child may attend preschool as a tuition-based student if space is available	<input type="checkbox"/> Screening results indicate a potential delay and need for interventions. Your child may attend preschool for 4-6 weeks for interventions at no cost. <i>*see additional page</i>

Washington County Preschool Intervention Group

Parent information and Permission for Participation

Screening Results

Welcome to the Washington County Preschool Intervention Group. Your child participated in the preschool screening and has been identified as a student with a potential delay. The purpose of the program is to provide interventions in a structured group for four to six (4 to 6) weeks. The children will receive researched-based instructional/strategies/programs in their identified area(s) of need based on the results of the screening. Because of the short duration of the program, it will be very important that your child attend each session.

At the end of the four to six (4 to 6) week intervention period, school staff will review your child's progress. If your child has not made adequate progress, a referral for an evaluation to determine if he/she needs special education and related services will be considered. If an evaluation is conducted and the results indicate that your child is eligible for services, he/she will continue in the preschool program for the remainder of the year. If adequate progress is made during the intervention period, then your child could attend as:

- A 3-year-old tuition-based student if space is available
- A 4-year-old student at-risk
- A 4-year-old tuition-based student if space is available

4-year-old tuition students will have priority over 3-year-olds

Preschool staff will use research-based instructional strategies with your child and record data to monitor progress in:

Communication Cognitive Social/Emotional Motor Adaptive/Self-help

Please use the interventions provided to help your child develop skills in the areas marked above prior to starting preschool.

If at any time you have any questions about the program, please feel free to call the preschool office at (859-336-5470).

I give my permission for my child to participate in the Washington County Preschool Intervention Program. I understand that if adequate progress is made, my child will not be eligible for the preschool program as a student with special needs. If my child is 3, he/she may no longer continue to attend unless tuition space is available. If my child is 4 and eligible as a student at risk, he/she may continue in the program. If my child is 4 and not at risk, my child may attend as a tuition-based student if space is available. 4-year-old tuition-based students have priority over 3-year-olds.

Parent Signature

Date

Student Name

WASHINGTON COUNTY SCHOOLS

Early Childhood Intervention System

Parent Information Letter

(Date)

Dear Parent(s) of _____:

To provide the most effective education for ALL children, the Washington County School District is implementing the **Early Childhood Intervention System (ECIS)**, which utilizes a two-tier approach with varying levels of support. **ECIS** is a preventative model that is aimed at identifying students early before they fall behind.

The Preschool staff has identified concerns about _____'s progress through screenings and observations. To address the area(s) of concern, interventions will begin on _____. Preschool staff will use research-based instructional strategies with your child and record data to monitor progress in

Communication **Cognitive** **Social/Emotional** **Motor** **Adaptive/Self-help**

If your child shows progress after the 4-6 week intervention process and is not referred for additional services, your child may continue in preschool as:

a student at risk (free) **a tuition-based student (\$150 per month)**

If you have questions regarding the intervention process, please contact your child's preschool teacher.

Sincerely,

Preschool Director

Guardian Signature

Guardian Concerns/Comments:

Washington County Preschool System of Intervention Child Find Procedures

Income Eligible 4-Year-Old Children

All children are screened with Brigance in the spring screening. If a delay is suspected because of the screening, an intervention plan is developed in the areas of potential delay and progress is monitored/data is collected.

If at the end of the intervention period, the child has made adequate progress, no further intervention is required, and the child continues in the regular preschool curriculum.

If at the end of the intervention period it is determined that adequate progress has not been made, a referral is submitted to the ARC, permission is obtained for evaluation for possible special education eligibility.

All income eligible 4 year old's will be enrolled in preschool in August.

Non-Income Eligible 4-Year-Old and 3-Year-Old Children

All children are screened with Brigance in the spring screening.

If a delay is suspected because of the screening, following a conference with the parent where the Washington Preschool County System of Intervention is explained, screening results are reviewed with the parent and permission is obtained for participation in the intervention program. An intervention plan is developed in the areas of potential delay and progress is monitored/data is collected for 4 to 6 weeks.

If at the end of the intervention period, the child has made adequate progress, no further intervention is required, and the **child is not eligible** to attend preschool (3- and 4-year old's who are not otherwise eligible may attend as a tuition student if space is available).

If at the end of the intervention period it is determined that adequate progress has not been made, a referral is submitted to the ARC and permission is obtained for possible special education eligibility. If based on the evaluation, the child is found eligible for special education and the parent gives consent for services, the **child will continue in the preschool program** and an IEP will be written and implemented in the identified areas of developmental delay.

Children With Significant Delays and First Steps Referrals

Children with significant delays who may need intensive support (cognitive concerns, physical needs, multiple concerns, etc.....) will proceed with a referral to the ARC for evaluation for special education. First Steps referrals depending on the review of the IFSP, related progress data and evidence of research-based instruction and norm referenced assessments, may need no further evaluation, and may be determined eligible to begin preschool. An IEP will be developed by the third birthday.

Children evaluated and who are found not eligible for special education services, will not be eligible for preschool services.

Early Childhood Intervention Monitoring Form

Name:

School:

Domain: **Social**

Objectives *Highlight which goals (0-33%) are targeted for intervention after baseline data collection. Mark through the other objectives.	Baseline Data Points			AVG	DATA Place a one in the appropriate box for each area mastered.									
	Week 1				Week 2	Week 3	Week 4	Week 5	Week 6					
	Date	Date	Date		Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Uses objects in realistic play- Imitates the environment (Ex. pretends to talk on the phone)														
Follows safety rules (Ex. holds adult hand to cross street, does not touch stove)														
Easily separates from trusted adult														
Follows daily routines (Ex. meals, bath time, bedtime, morning classroom routine, etc.)														
Accepts redirection from adult (Ex. cleaning up toys, putting on shoes/coat)														
Takes turns appropriately														
Expresses different emotions in different situations														
Maintains interest when engaged in different activities 3 yr- 3 minutes 4 yr- 4 minutes														
Plays well with same age peers														
Shares and respects the rights of others														
Total Number Marks														
Total Number Objectives	10	10	10											
Percentage (Divide number of check marks by 10)														
Research-based Interventions implemented (*required): check all that apply and name specific interventions	<input type="checkbox"/> Repetitious drill/practice <input type="checkbox"/> Demonstration/manipulatives <input type="checkbox"/> Modeling <input type="checkbox"/> Chunking (smaller steps) <input type="checkbox"/> Visual/Verbal cueing <input type="checkbox"/> Specific program (list in comments) <input type="checkbox"/> Student repeats directions <input type="checkbox"/> Multiple opportunities to respond										Specific Interventions: 			

- *Get three baseline data points within first week
- *Highlight goals that are targeted (0-33% mastery) after baseline.
- *Document data twice each week

Early Childhood Intervention Monitoring Form

Name: _____

School: _____

Domain: **Motor**

Objectives *Highlight which goals (0-33%) are targeted for intervention after baseline data collection. Mark through the other objectives.	Baseline Data Points			AVG	DATA Place a one in the appropriate box for each area mastered.									
	Week 1				Week 2		Week 3		Week 4		Week 5		Week 6	
	Date	Date	Date		Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Demonstrates throwing skills (ex. Throws a ball)														
Makes controlled marks (ex. stays on same sheet when writing)														
Grasps and releases objects (3 yr old picks up objects with single hand; 4 yr old picks up objects using only thumb and index finger)														
Demonstrates balance (3 yr old stands on one foot for 5 seconds; 4 yr old stands on one foot for 10 seconds)														
Runs with coordination														
Imitates (watch you draw, then child performs) drawing straight line (3 yr old); Imitates drawing a circle (4 yr old)														
Squats to pick up objects off the floor														
Demonstrates kicking skills														
Demonstrates catching skills														
Snips paper with scissors (3 yr old); Cuts paper in half (4 yr old)														
Total Number Marks														
Total Number Objectives	10	10	10											
Percentage (Divide number of check marks by 10)														
Research-based Interventions implemented (*required): check all that apply and name specific interventions	<input type="checkbox"/> Repetitious drill/practice <input type="checkbox"/> Demonstration/manipulatives <input type="checkbox"/> Modeling <input type="checkbox"/> Chunking (smaller steps) <input type="checkbox"/> Visual/Verbal cueing <input type="checkbox"/> Specific program (list in comments) <input type="checkbox"/> Student repeats directions <input type="checkbox"/> Multiple opportunities to respond				Specific Interventions: _____ _____ _____									

- *Get three baseline data points within first week
- *Highlight goals that are targeted (0-33% mastery) after baseline.
- *Document data twice each week

Early Childhood Intervention Monitoring Form

Name: _____

School: _____

Domain: **Cognitive**

Objectives *Highlight which goals (0-33%) are targeted for intervention after baseline data collection. Mark through the other objectives.	Baseline Data Points			AVG	DATA Place a one in the appropriate box for each area mastered.									
	Week 1				Week 2		Week 3		Week 4		Week 5		Week 6	
	Date	Date	Date		Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Verbally states first and last name														
Explores cause and effect (ex. What do you do when you are thirsty? What do you do when you are tired?)														
Uses numbers and counting 3 yr: rote count to 5 4 yr: rote count to 10														
Demonstrates knowledge of counting objects 3 yr: count 5 objects 4 yr: count 10 objects														
Demonstrates knowledge and use of spatial concepts (in/out; up/down)														
Identifies basic colors 3 yr: red, blue, green, yellow, orange 4 yr: include pink, purple, white, black, brown														
Identifies basic shapes 3 yr: circle, triangle, square 4 yr: include rectangle														
Sorts objects (ex. Color)														
Understands that text has meaning (ex. Pretends to read signs, books, etc)														
Demonstrates ability to gain information through listening experiences 3 yr: 1 step directions 4 yr: 2 step directions														
Total Number Marks														
Total Number Objectives	10	10	10											
Percentage (Divide number of check marks by 10)														
Research-based Interventions implemented (*required): check all that apply and name specific interventions	<input type="checkbox"/> Repetitious drill/practice <input type="checkbox"/> Demonstration/manipulatives <input type="checkbox"/> Modeling <input type="checkbox"/> Chunking (smaller steps) <input type="checkbox"/> Visual/Verbal cueing <input type="checkbox"/> Specific program (list in comments) <input type="checkbox"/> Student repeats directions <input type="checkbox"/> Multiple opportunities to respond				Specific Interventions: _____ _____ _____									

- *Get three baseline data points within first week
- *Highlight goals that are targeted (0-33% mastery) after baseline.
- *Document data twice each week

Early Childhood Intervention Monitoring Form

Name: _____

School: _____

Domain: **Adaptive**

Objectives *Highlight which goals (0-33%) are targeted for intervention after baseline data collection. Mark through the other objectives.	Baseline Data Points			AVG	DATA Place a one in the appropriate box for each area mastered.									
	Week 1				Week 2		Week 3		Week 4		Week 5		Week 6	
	Date	Date	Date		Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Takes care of restroom needs independently														
Follow classroom routines independently (morning, getting in line, end of day, etc.)														
Makes a selection independently (ex. Food, toys, etc.)														
Uses utensils to feed self appropriately														
Express needs and wants in an age-appropriate manner														
Follows directions (3 year old-1 step; 4 year old-2 step)														
Demonstrates basic hygiene (ex. Blows nose, washes hands)														
Demonstrates age-appropriate responsibilities (ex. Throws trash away, picks up toys)														
Recognizes and avoids danger														
Seeks assistance when needed for daily routines (ex. Eating, dressing, restroom)														
Total Number Marks														
Total Number Objectives	10	10	10											
Percentage (Divide number of check marks by 10)														
Research-based Interventions implemented (*required): check all that apply and name specific interventions	<input type="checkbox"/> Repetitious drill/practice <input type="checkbox"/> Demonstration/manipulatives <input type="checkbox"/> Modeling <input type="checkbox"/> Chunking (smaller steps) <input type="checkbox"/> Visual/Verbal cueing <input type="checkbox"/> Specific program (list in comments) <input type="checkbox"/> Student repeats directions <input type="checkbox"/> Multiple opportunities to respond				Specific Interventions: _____ _____ _____									

- *Get three baseline data points within first week
- *Highlight goals that are targeted (0-33% mastery) after baseline.
- *Document data twice each week

Child's Name: _____

Date: _____

Area of Intervention: _____

		Intervention Data Points											
%	Baselin Data	1	2	3	4	5	6	7	8	9	10	11	12
100													
90													
80													
70													
60													
50													
40													
30													
20													
10													
0													

Overall Percentage Achieved
(Add up all data point averages
and divide by number of data
points completed).
_____ %

- Sufficient progress made-no need for referral
- Minimal to no progress made-student will be referred for additional testing

Child's Name: _____

Date: _____

Area of Intervention: _____

		Intervention Data Points											
%	Baselin Data	1	2	3	4	5	6	7	8	9	10	11	12
100													
90													
80													
70													
60													
50													
40													
30													
20													
10													
0													

Overall Percentage Achieved
(Add up all data point averages
and divide by number of data
points completed).
_____ %

- Sufficient progress made-no need for referral
- Minimal to no progress made-student will be referred for additional testing

WASHINGTON COUNTY PRESCHOOL

End of Interventions

Date

Dear Parent(s) of _____:
(Child's Name)

You were previously sent a letter informing you of _____'s interventions during preschool in the areas of: (child's name)

	Communication
	Cognition
	Social/Emotional
	Motor
	Adaptive/Self-help

The staff has implemented varied supplementary instructional strategies and recorded data to monitor _____'s progress. See attached data.
(Child's Name)

_____ has made *significant progress* and will be moving to Tier 1 instruction.
(Child's Name)

Your child may continue in the preschool program as a student:

- At risk based on income
- Paying Tuition (see attached tuition agreement form)

If you have questions, please contact your child's teacher or the Washington County Board of Education Preschool Department at 859-336-5470.

Sincerely,

Early Childhood Staff

Guardian Signature

Guardian Concerns/Comments:

Glossary of Commonly Used RTI Terms

Continuous Progress Monitoring

Students' classroom progress is monitored continuously. In this way, staff can readily identify those learners who are not reaching individual or classroom academic and behavior goals. Curriculum-based assessment models (NRCLD) and data from instructionally based classroom behavior monitoring systems are useful in this role.

Early Intervening

Early intervening in this context refers to catching problems early, while they are small. The term includes, but is not limited to, services for young children. (NASDSE)

Family

A family includes recognized related and non-related members (i.e., siblings, grandparents, aunts/uncles, friends/neighbors) who contribute to a child's learning in a significant way.

Intervention

An intervention is an educational practice, strategy, curriculum, or program. (US Department of Education)

Progress Monitoring During Interventions

School staff use progress-monitoring data to determine effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. (NRCLD)

Research-Based Instruction

Classroom practices and the curriculum vary in their effect on academic and behavior outcomes. Thus, ensuring that the practices and curriculum have demonstrated their efficacy is important. If not, one cannot be confident that students' limited achievement or failure to meet behavior expectations is independent of the classroom experiences. (NRCLD)

Research-Based Interventions

When students' screening results or progress monitoring results indicate a deficit, an appropriate instructional intervention is implemented, either a standardized treatment protocol or an individually designed instructional intervention. The standardized treatment protocols are the academic and behavior interventions that researchers have proven effective. School staff are expected to implement specific, research-based interventions to address the students' difficulties. These interventions might include a "double-dose" of the classroom instruction or other instructional methods that are not adaptations of the current curriculum or accommodations. (NRCLD)

Response to Intervention

"Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.

With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" ([National Center on Response to Intervention](#)).

Universal Screening

School staff conducts universal screening of academics and behavior. This feature focuses on specific criteria for judging the learning and achievement of all students, not only in academics but also in related behaviors (e.g., class attendance, tardiness, truancy, suspensions, and disciplinary actions). Those criteria are applied in determining which students need closer monitoring or an intensive intervention. Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., problem-solving, and social interaction skills, tardiness, aggression, or hyperactivity). (NRCLD)